

Association of Adolescent Girls' Preference for Job Opportunities with Parental Encouragement

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Abstract— Adolescence is a critical period of capacity building. Children and young people have to be supported to develop their skills. Adolescents have the right to take an active part in their own development, survival, protection in the family, in schools, child welfare institutions, orphanages, the media, in the community and at national and international levels. The present study was done in Hisar and Bhiwani districts of Haryana State. For the study 200 girls and 200 parents (200 fathers and 200 mothers) were selected randomly from the selected schools and villages. The present work was done to find the association between different variables of school and family environment. It was found from the results that in rural area that majority of adolescent girls with average (32%), low (20%) and high (14%) parental encouragement had somewhat preferences for jobs followed by most preferences (10%) for jobs. In urban area, majority of adolescent girls with average (38%) and low (18%) parental encouragement had most preferences for jobs and only 20 percent adolescent girls with high parental encouragement had somewhat preferences for jobs in Hisar District whereas in Bhiwani it was found that in rural area that adolescent girls with average (32%), low (20%) and high (18%) parental encouragement had somewhat preferences for jobs. In urban area, adolescent girls with low parental encouragement had most preferences while adolescent girls with average parental encouragement had somewhat preferences for jobs.

Keywords— Association, job, parental encouragement, adolescent

I. INTRODUCTION

Family being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home which sets the pattern for the Child's attitude towards people and society, aids intellectual growth in the child and supports his achievements. A highly significant positive relationship between the variables of job opportunities and parental encouragement had been assessed. Adolescence is a critical period of capacity building. Children and young people have to be

supported to develop their skills. Adolescents have the right to take an active part in their own development, survival, protection in the family, in schools, child welfare institutions, orphanages, the media, in the community and at national and international levels. Recognising and harnessing the capabilities of adolescents in their own development contributes to realizing their rights. Empowered adolescents, who have access to information, knowledge and skills, expression, decision making, resources, services and the right to association, are

able to better contribute to their own development and protection. Not empowering adolescents and failing to involve them in their own protection misses a key opportunity to develop and utilize their capabilities. It also denies them their rights.

Making career decisions is a crucial behavioral component that occurs in one's life in order to establish one's professional objectives. Selecting a vocation or subject of study is crucial for students, especially when they go from high school to colleges or universities. A dilemma is inevitable at this point for a variety of reasons, including peer pressure, parental influence, family members' influence, and socioeconomic circumstances. In most cultures, people take into account interpersonal influence, role model influence, and significant other effect when choosing a job or vocation (Jeofrey, M. (2017). When the term "career choice" refers to an individual's decision to follow a certain academic, professional, or other occupational path, the achievement implications are more positive.

The term is also used to explore the many factors that affect the process and to offer strategies for comprehending the effects of these factors (Sharf, 2006).

Even if our professions determine our identities and lives, our parents, instructors, and friends encourage us to pursue a career. Not everyone knows exactly what a "career" is, according to Reardon & Others (2000). A common occurrence is that many people do not use the phrase correctly. The idea of professional choice was initially put up in early 1909, but it wasn't until the 1950s that it gained widespread acceptance.

During and after the 1950s, a number of changes in the social environment and employment policies occurred all over the world, which led many individuals to look for better career opportunities. The word was first used in 1979 when Michael Krumboltz introduced the social learning theory of professional choice making (Brown, 2009). Because it established the notion of career choice making and offered a conceptual framework to comprehend how people choose careers at various stages of their lives,

Krumboltz's theory was viewed as a positive development for career theory (Sharf, 2006). Even though profession choice theory has advanced much since then, Parson's idea has remained significant and serves as the basis for other ideas in the field (Sharf, 2006; Karma, E. H., & Nadine, G. (2019).

Kerka (2000) studied the influence of family on children's career choice and development. Much of this research has demonstrated links between career development and such factors as socio-economic status, parent's occupational and educational attainment and cultural background.

II. METHODOLOGY

The study was conducted in Haryana state purposively. Two districts, Hisar and Bhiwani were selected randomly from Haryana state on the basis of rural female literacy rate i.e. in between 65%. The total sample of 200 adolescent girls and 200 parents (200 mothers & 200 fathers) were selected for the study, thus making a total sample of 600. Two variables were taken for the study i.e. Dependent and independent. Parents were taken as dependent variable and parent-child relationship was taken as dependent variable. Association of adolescent girls' preference for job opportunities with parental encouragement was calculated with the help of structured performa.

III. RESULTS AND DISCUSSION

Association of adolescent girls' preference for job opportunities with parental encouragement in Hisar district

Association of parental encouragement with preferences of job opportunities has been depicted in both the areas of Hisar district from table 1. It can be observed in rural area that majority of adolescent girls with average (32%), low (20%) and high (14%) parental encouragement had somewhat preferences for jobs followed by most preferences (10%) for jobs.

In urban area, majority of adolescent girls with average (38%) and low (18%) parental encouragement

had most preferences for jobs and only 20 percent adolescent girls with high parental encouragement had somewhat preferences for jobs.

The calculated chi-square (χ^2) values were found to be significant (18.25* for rural and 23.05* for urban areas). Thus, indicating that parental encouragement was positively associated with preferences of adolescent girls for jobs.

Association of adolescent girls' preference for job opportunities with parental encouragement in Bhiwani district

Association of parental encouragement with preferences of job opportunities has been depicted in both the areas of Bhiwani district from table 2. It can be observed in rural area that adolescent girls with average (32%), low (20%) and high (18%) parental encouragement had somewhat preferences for jobs.

In urban area, adolescent girls with low parental encouragement had most preferences (28%) while adolescent girls with average parental encouragement had somewhat preferences (28%) for jobs. Only 14 percent adolescent girls with high parental encouragement had somewhat preferences for jobs.

The calculated chi-square (χ^2) values were found to be significant (13.08* for rural and 15.23* for urban areas). Thus, indicating that parental encouragement was positively associated with preferences of jobs.

Ferry (2006) stated that the lack of family involvement in the career choice process appeared to be influencing the youth inability to make decisions. It was also perceived that family members play significant role to assist with their decision-making process. Both the youth and their families were taking a passive role in making a future career decisions and implementing a plan of action to achieve it.

Hamamc and Hamurlu (2005) found that the level of career indecision of the students whose fathers had positive attitudes was lower than those whose fathers had negative attitude about helping their children for career development.

Garg *et al.* (2007) reported that parents were playing most significant role in shaping aspirations of adolescents because they provide the opportunities, encouragement and support for their children's learning.

Table 1 Association of adolescent girls' preference for job opportunities with parental encouragement in Hisar district (n=200)

Parental encouragement	Hisar							
	Preference for Job Opportunities							
	Rural				Urban			
	Least preferred	Somewhat preferred	Most preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Low	0(0.00)	10(20.0)	5(10.0)	15(30.0)	0(0.00)	0(0.00)	9(18.0)	9(18.0)
Average	9(18.0)	16(32.0)	3(6.00)	28(56.0)	0(0.00)	12(24.0)	19(38.0)	31(62.0)
High	0(0.00)	7(14.0)	0(0.00)	7(14.0)	0(0.00)	10(20.0)	0(0.00)	10(20.0)
Total	9(18.0)	33(66.0)	8(16.0)	50(100.0)	0(0.00)	22(44.0)	18(36.0)	50(100.0)
	$\chi^2=18.25^*$				$\chi^2=23.05^*$			

Table 2 Association of adolescent girls' preference for job opportunities with parental encouragement in Bhiwani district
(n=200)

Parental Encouragement	Bhiwani							
	Preference for Job Opportunities							
	Rural				Urban			
	Least Preferred	Somewhat preferred	Most Preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Low	0(0.00)	10(20.0)	9(18.0)	19(38.0)	0(0.00)	0(0.00)	14(28.0)	14(28.0)
Average	4(8.00)	16(32.0)	2(4.00)	22(56.0)	7(14.0)	14(28.0)	6(12.0)	27(54.0)
High	0(0.00)	9(18.0)	0(0.00)	9(18.0)	0(0.00)	7(14.0)	0(0.00)	7(14.0)
Total	4(8.00)	33(66.0)	11(22.0)	50(100.0)	7(14.0)	21(42.0)	20(40.0)	50(100.0)
	$\chi^2 = 13.08^*$				$\chi^2 = 15.23^*$			

Relationship between socio-economic, personal variables and situational and psychological variables with knowledge and job preferences of the respondents

In order to find out the relationship between socio-economic, personal and situational and psychological variables with knowledge about job opportunities and job preferences of the respondents, Pearson correlation coefficient was applied. The data

pertaining to these aspects had been presented in Table 3.

It was evident from the table 3 that two variables viz., education ($r = .450^*$) and income ($r = .256^*$) had positive significant correlation with the knowledge about job preferences among the parents, whereas age ($r = -.432^*$), family type ($r = -.283^*$), family environment ($r = -.668^*$) and parent-child relationship ($r = -.421^*$) negative significant correlation with knowledge of parents for preferences of jobs.

Table 3: Relationship between socio-economic, personal variables and situational and psychological variables with knowledge and job preferences of the parents
(n=400)

Variables	Parents	
	Knowledge about job opportunities ('r' value)	Job preferences ('r' value)
Age	-.432*	-.612*
Caste	-.221	-.197
Education	.450*	.586*
Occupation	.193	-.421*
Family type	-.283*	-.185
Family size	.118	.168
Housing condition	.167	.154

Income	.256*	.283*
Material possession	.198	.241
Family environment	-.668*	-.512*
Parent-child relationship	-.421*	-.388*

*Significant at 0.05 level of significance

Table 3 revealed that job preference was positively significantly correlated with education ($r = .586^*$) and income ($r = .283^*$), whereas age ($r = -.612^*$), occupation ($r = -.421^*$), family environment ($r = -.512^*$) and parent-child relationship ($r = -.388^*$) were negatively significantly correlated with job preferences of parents.

Data regarding relationship between socio-economic, personal variables and situational and psychological variables with knowledge and job preferences of the parents presented in table 3 reveals that age ($r = -.432^*$), family type ($r = -.283^*$), family environment ($r = -.668^*$) and parent-child relationship ($r = -.421^*$) of the parents were negatively significantly correlated with knowledge about job opportunities whereas education ($r = .450^*$) and income ($r = .256^*$) had positive and significant correlation with knowledge about job opportunities. Regarding job preferences of parents table 3 shows that job preferences had negative significant correlation with the age, occupation, family type, family environment and parent-child relationship of respondents, whereas positive significant correlation with job preferences was observed with education ($r = .586^*$) and income ($r = .283^*$) of parents.

Kaur and Kalaramna (2004) conducted a study to assess the existing levels of inter-relationship between family environment and socio-economic status and found that socio-economic status and family environment affected social environment. Study revealed that with the increase in socio-economic status, the level of recognition of social environment (0.324^{***}), tactfulness (0.293^{***}), sense of humour (0.254^{**}) and memory (0.544^{***}) also increased in males and the relationship was found significant. Similar was the case as far as females were

concerned but there was an inverse and significant relationship between socio-economic status and patience in females (-0.247^{**}) and it was non-significant patience with socio-economic status of males. The other dimensions i.e. cooperativeness, confidence and sensitivity was non-significantly related with socioeconomic status of both males and females.

According to **Kassahun et. al. (2022)** the findings demonstrated that students' job decisions were mostly impacted favorably by their academic interests and abilities (85, or 29%), and adversely by their perceptions of socioeconomic issues, which influenced their career choices more than other factors (89, or 30.4%). Additionally, the results showed that academic interest/ability and perceived socioeconomic characteristics were significantly correlated negatively with professional decision making ($r = -.179, -.256, n = 293, p < 0.05$). A number of suggestions were made in light of the investigation. To improve adolescents' job choices, the research suggested educating teachers, parents, and peers. Additionally, it was suggested that career assistance be restricted to qualified instructors. Finally, a career advising model was suggested by the study to help students choose appropriate jobs.

According to **Reardon (2000)**, The results of this study showed that secondary school pupils were very interested in their studies and had little influence from their teachers and principals. It has been demonstrated that sex and career choice are strongly positively correlated. The primary research variables showed a substantial positive correlation between academic interest and perceived socioeconomic factors and career decision making. Overall, the results show that while perceived socioeconomic

variables have a detrimental impact on job selection, intellectual curiosity might help students better explore and choose their future careers.

IV. CONCLUSION

Adolescence is a time of preparation for the adult roles of worker, citizen and community participant, spouse, parent, and household manager. Adolescence is also a time of gender differentiation. It is concluded from the results that in urban area, adolescent girls with low parental encouragement had most preferences (28%) while adolescent girls with average parental encouragement had somewhat preferences (28%) for jobs. It was also found in rural area that majority of adolescent girls with average (32%), low (20%) and high (14%) parental encouragement had somewhat preferences for jobs followed by most preferences (10%) for jobs.

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